
Tennessee Teacher Licensure Standards: Marketing Education, 7-12

The Background:

The Marketing Education Standards revise and update the standards approved by the Board in 1988. The proposed standards include the basic concepts of business as well as knowledge of marketing concepts and their application. Institutions of higher education are encouraged to develop programs leading to dual licensure for candidates in business and marketing.

The standards provide multiple ways for candidates to attain licensure in marketing education—either as an initial license or as an additional license to be added to a license endorsed in business with a maximum of 9 semester hours. The additional endorsement provision also requires an amendment to the Board's *Requirements for Adding Endorsements to a Teacher's License*; the proposed amendment appears following the marketing licensure standards.

The standards also facilitate the entry of candidates who hold a bachelor's degree and who have expertise in marketing to become teachers using an alternative license.

An Ad-Hoc Committee on Marketing Education Licensure, comprised of teachers, administrators and teacher educators, developed the proposed revised licensure standards, which include content knowledge for teachers consistent with the *Tennessee Curriculum Standards* previously approved by the Board and consistent with national standards developed by the Marketing Education Resource Center, a consortium of states to which Tennessee belongs.

The proposed standards would become effective for candidates seeking licensure no later than September 1, 2010. Teachers currently endorsed in Marketing Education would continue to be able to teach the areas covered by their endorsements.

The proposed standards were circulated to education constituency groups for review and comment prior to the Board's meeting in January.

The Recommendation:

The Advisory Council on Teacher Education and Certification recommends approval of the standards on final reading. The SBE staff concurs with this recommendation.

Tennessee Teacher Licensure Standards: Marketing Education 7-12

January 27, 2006

Teacher preparation in marketing provides teacher candidates with an understanding of the basic concepts of business as well as knowledge of marketing concepts and their application. Teaching is a lifelong undertaking that is initiated in college course work, refined in field experiences and enhanced during professional teaching. The course work and related field and laboratory experiences enable the teacher candidate to meet the following standards:

Content Standards

Standard 1

Economics. Candidates demonstrate an understanding of microeconomic and macroeconomic concepts as they apply to the world's economic systems and the factors that impact economic change.

Supporting Explanation

Candidates apply the concepts of supply, demand, and productivity in decision making. They evaluate factors affecting the availability of goods, services, employment, and standard of living. Candidates understand the effect of the free enterprise system on domestic and global consumers as well as business and government organizations. They analyze the role of monetary and fiscal policy.

Standard 2

Business Law. Candidates apply concepts of business law and ethics to business, entrepreneurial, and personal services.

Supporting Explanation

Candidates analyze the legal rights and potential liabilities related to business and marketing. Candidates evaluate the dynamic nature of law in responding to the changing social, ethical, political, regulatory, and international environment.

Standard 3

Financial Analysis. Candidates apply tools, strategies, and systems used to maintain, monitor, control, interpret, and plan the use of financial resources.

Supporting Explanation

Candidates prepare and interpret financial statements and use computer systems in preparing all financial records of business organizations. They explain the importance

of personal and business finance and their effects on the global economy. Candidates manage financial sources available to make business decisions. Candidates evaluate ethical issues that impact fiscal operations.

Standard 4

Management. Candidates apply management principles to the functions business and marketing in the domestic and global marketplace.

Supporting Explanation

Candidates use a systems approach to design problem solving strategies and evaluate models showing the flow of information in a business organization. They determine information system applications appropriate for each function of business. Candidates apply cost-effective procedures when designing business activities and proposing solutions to human relations and other business-related problems. They employ pre-employment screening procedures and career management techniques for new and experienced employees. Candidates integrate cultural, political, and cross cultural challenges that confront businesses in a global economy.

- 4.1 **Information Management.** Candidates utilize tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to facilitate market research and assist business decision making.
- 4.2 **Human Resources Management.** Candidates apply tools, techniques, and systems that businesses use to plan, staff, lead, and organize their human resources.
- 4.3 **Strategic Management.** Candidates employ tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization or department.
- 4.4 **Operations Management.** Candidates demonstrate the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

Standard 5

Marketing. Candidates apply the concepts necessary to market goods, services, and ideas to compete successfully in the domestic and global economies.

Supporting Explanation

Candidates analyze the role of marketing in distribution, pricing, product and service management, selling, promotion, and consumer behavior.

- 5.1 **Distribution.** Candidates have a working knowledge of the functions of the distribution process. Candidates analyze the role of distribution of goods and

services in domestic and global economies, including transportation, warehousing, channels of distribution, supply chain management and inventory control.

- 5.2 **Pricing.** Candidates have a working knowledge of the function of pricing and its importance to marketing. They explain pricing policies, strategies and decisions based on an evaluation of cost, competition and company objectives. Candidates apply the concepts of return on investment, break even analysis, customer perceptions, cost analysis and target return.
- 5.3 **Product and Service Management.** Candidates understand the concepts and apply the processes needed to obtain, develop, brand, maintain, and improve a product or service mix in response to market opportunities. They provide opportunities for students to generate product ideas, use quality assurances, and develop product-mix strategies to contribute to ongoing business success and desired business image.
- 5.4 **Selling.** Candidates determine client needs and wants and respond through planned, personalized communication to influence purchasing decisions and enhance future business opportunities. They communicate product knowledge and benefits, employ sales processes and techniques, and manage sales activities to enhance customer relationships and meet sales goals.
- 5.5 **Promotion.** Candidates demonstrate the effective use of advertising and other promotional methods to inform and persuade the consumer to purchase products and services. They analyze and assess the role and effectiveness of the promotional mix, including advertising, personal selling, sales promotion, event marketing, public relations and visual merchandising. Candidates evaluate the management of promotional activities to maximize return on promotional efforts. Candidates use communication strategies to convey information about products, services, images and ideas to the target market.
- 5.6 **Consumer Behavior.** Candidates understand the purchasing behaviors of both consumer and industrial buyers. Candidates examine the relationship between the marketing research process and decision making models. They examine cultural and international influences and perceptions on consumer behavior. Candidates understand differences based on market segmentation. They investigate customer service strategies that satisfy the customer and take into consideration the influences of culture when communicating with the customer.

Program Implementation Standards

- 1. The program of study in marketing education enables teacher candidates to meet the performance standards for marketing. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major or the equivalent in meeting the standards.

2. Teacher preparation programs in marketing provide opportunities for related supervised field experiences as part of coursework and internship or student teaching. Field experiences and clinical practice (enhanced student teaching or internship) are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct or conduct applied research. Candidates complete student teaching experiences in successful and diverse school-based marketing education programs.
3. Teacher preparation programs provide opportunities for candidates—in course work or field experiences—to integrate student classroom studies and vocational student organizations and to engage in student programs employing workplace methodology.
4. Teacher education programs verify that candidates entering teaching directly following completion of their education have had one year (2,000 hours) of acceptable work experience in marketing or a marketing related occupation or a supervised practicum. Programs verify that candidates entering teaching after working in marketing positions have had at least one and one half years (3,000 hours) of work experience.
5. Candidates who are licensed teachers with an endorsement in business may add the marketing endorsement with course work and related field experiences not to exceed 9 semester hours. Institutions of higher education that have an approved program in business education may offer the additional endorsement in marketing, even if they do not have an approved program in marketing education. Programs of study for additional endorsement address the competencies in content standard 5. Standards for the additional endorsement become effective for candidates beginning endorsements May 1, 2006.
6. Candidates who are licensed in other secondary endorsement areas may add the marketing endorsement with course work and related field experiences not to exceed 21 semester hours. Programs of study for additional endorsement will address the competencies in content standards 1 through 5.
7. Teacher education institutions are encouraged to develop programs that lead to licensure in both business and marketing.
8. Candidates who hold a bachelor's degree who have expertise in marketing but who are not licensed teachers, may teach marketing using an alternative license. They will document content area expertise by one of the following: having a major in marketing, having at least 24 semester hours in marketing, or passing the Praxis exam in marketing. Candidates must meet the other requirements for alternative licensure. They may obtain their professional education either on campus or online. Institutions may provide the professional education training to such candidates, even if they do not have an approved marketing education program.

9. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in Marketing Education (2005); and Business Administration: Marketing—National Standards for Marketing Management, Entrepreneurship, and Business Administration, Marketing Education Resource Center (2005).
10. These standards become effective for candidates seeking licensure no later than September 1, 2010. Institutions will submit standards for conditional approval no later than September 1, 2007.

**Licensure Standards:
Requirements for Adding Endorsements
To a Teacher's License**

Amend Specific Requirements, section 3 "Additional Endorsement Areas: Candidates for additional endorsements will be the following requirements:", by adding a new paragraph (e) which shall read as follows:

- (e) The addition of an endorsement in marketing education will not exceed 9 semester hours for a candidate who holds an endorsement in business education.

Ad Hoc Committee on Marketing Education Licensure 2005

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